Mission of the College of Design

The College of Design is the home for academic disciplines related to design thinking, planning, and action at the University of Minnesota. Informed by the arts, humanities, and sciences, the discipline of design endeavors to manifest functionality, beauty, and meaning within the objects and experiences of its creation. The faculty, staff, and students of the college strive to advance the quality and value of the natural, designed, and social environments, with a focus on the interactions of people and their world (CDes Constitution, 2010).

The purpose of the college is to advance knowledge through teaching and learning, scholarship, outreach, and service. The culture of the college embraces diverse and creative approaches to research, innovative pedagogical methods, interdisciplinary collaborations, and civic engagement. The college recognizes that design is guided by the values of the individual, group, community, society, and humanity, with the ultimate goal of improving the quality of life (CDes Constitution, 2010).

Workload Definition

Workload is the combination of faculty productivity in the areas of teaching/learning, scholarship, engagement, and service, and manifests itself in both tangible criteria and departmental cultures. Workload balance is determined by appointment type, administrative or externally funded release time, program enrollment, departmental needs, faculty opportunities, and other relevant needs. A faculty member’s workload has obvious implications for promotion and tenure, merit salary increases, job satisfaction, career growth and development, and the economic health of the unit.

The CDes workload policy places the responsibility for defining workload principles on the units of the college: School of Architecture; Department of Landscape Architecture; and Department of Design, Housing, and Apparel. Each unit is required to develop a policy that addresses the categories of teaching/learning, scholarship, engagement, and service and meets the following goals.

Workload Policy Goals

The workload policies of each unit within the College of Design must:
1. encourage outstanding scholarly and creative achievement;
2. support excellent undergraduate and graduate education responsive to curricular and societal needs and that reflects the mission of the College;
3. consider the integral nature of engagement in both scholarship and teaching;
4. advance effective service to the University, the discipline, and the community;
5. be appropriately flexible in responding to the needs of a diverse group of programs and faculty members while establishing normative standards for equitable distribution of effort across the faculty;
6. reflect the diversity of each unit and its culture;
7. support flexibility of proportionate balance over time;
8. be available for all faculty members to review in a way that does not put anyone at risk;
9. be equitable, transparent, and measurable; and
10. ensure the economic health of the unit.

**Teaching and Learning**

CDes faculty members are expected to be excellent teachers, to take an active part in advising and mentoring of students, and to engage in curriculum and course development. Units must strive for fair and equitable assignments of workload across various types of teaching assignments. Recognizing that not all tenured and tenure-track faculty will have the same type of assignments due to the nature of the teaching and learning in the unit, the workload policy will help to manage workload and to ensure equitable workload practices.

Further, the nature and type of assigned teaching responsibilities should be considered when determining each faculty member’s workload so as to uphold the values of equity, transparency, and flexibility with accountability. These might include face-to-face classroom teaching, technology-assisted learning, on campus or off-campus teaching, supervisor of interns, development or supervision of study abroad opportunities, and oversight of field experience. Teaching responsibilities might also include coordinating programs; advising undergraduate, post-baccalaureate, and graduate students; and/or coordinating internships. All faculty members are expected to contribute to teaching at the undergraduate and graduate levels or community level in ways that reflect the College mission. Refer to each unit’s 7.12 documents for expected outcomes and evaluation procedures.

**Scholarship**

For the purpose of this document, scholarship refers to the advancement and dissemination of knowledge, understanding, and the exchange between the University and society with engagement and application of scholarly expertise accessible to those outside of the University. Scholarly pursuit includes grant procurement, research, creative production, publication, exhibition, and recognition of practice in ways that the nature of the output is reviewable, disseminated, and retrievable.

- All faculty members are expected to be engaged in an active scholarship program that emphasizes research, creative productivity, or both. This scholarship is expected to contribute significantly to the College mission. Refer to each unit’s 7.12 documents for expected outcomes and evaluation procedures.

**Service and Leadership**

Each faculty member in CDes is expected to engage in service that contributes to the well-being of his or her unit, college, and the University. Frequently faculty members assume leadership roles such as program director, director of undergraduate studies, or director of graduate studies. The College of Design also serves an extended community that includes the citizenry of the state as well as national and international professional organizations. Service and outreach to that extended community are also an integral part of the mission of the University and the College of Design.

- All faculty members are expected to contribute to unit, college, and university governance and professional/discipline-related service in ways that reflect the College mission. Refer to each unit’s 7.12 documents for expected outcomes and evaluation procedures.

**Engagement**
Each faculty member is expected to contribute to community and/or civic engagement, whether via teaching, scholarship, or service. Engagement is defined by the University of Minnesota as the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. The community can range from local to global. It is the University of Minnesota’s intention that most engagement is integral to scholarship, teaching, and service.

- All faculty members are expected to contribute to unit, college, and university to engagement in ways that reflect the College mission. Refer to each unit’s 7.12 documents for expected outcomes and evaluation procedures.

Equity of Faculty Workload

It is the intention of the CDes Workload policy for all unit policies to be equitable among faculty members over time and transparent so that all individuals can see other faculty members’ workloads, which will assist them in the planning and development of their own career path. If a faculty member(s) perceives that any of the CDes workload policy goals are not met, a formal grievance can be filed via the CDes Grievance Committee (see CDes Constitution and By-Laws).

Workload Policy Issues

To assist individual units develop a workload policy, the following list of inputs and outcomes serves as a non-inclusive list of issues that might be considered as contributing to a faculty member’s workload.

**Teaching Issues**

- Number of courses/sections taught
- Class size
- Nature of the course: lecture, seminar, studio, workshop
- Intensity of the course supervision
- New course development
- Coordination or supervision of courses one is not directly teaching
- Graduate teaching assistant help and supervision
- Team teaching issues
- Undergraduate or graduate course
- Service learning or interdisciplinary component of a class
- Study abroad course development
- Teaching during J-term or M-term
- Direction of UROP, directed studies, community projects, capstones, internships
- Major advisor for masters or PhD student thesis or dissertation
- Graduate committee membership

**Scholarship Issues**

- Grants: internal or external, amount, role
• Research: contribution to the body of knowledge, innovation, creativity, professional practice, role
• Publication: refereed, invited, volunteered, audience, role
• Scholarship of Practice: exhibits, publications, contribution to body of knowledge, awards, size/amount/scale, role
• Creative Production: exhibits, jurors, national or international, awards, role

Service Issues
Governance Committees
• Level of service: program, department, and/or university
• Type of committee: standing or ad hoc
• Importance: charge to the committee
• Level of recognition: appointment, election, volunteer
• Level of contribution: member or chair
• Outcomes: what did the committee accomplish and what did the individual faculty member contribute to the outcome
• Administrative roles: program director or coordinator, student recruitment, admissions, graduate director, undergraduate director, public relations
• Accreditation oversight: report, review, response, maintenance

Professional/Discipline Related Service
• Committee mission, role, and contribution
• Office held: contribution, level (local, regional, national, international)
• Editor/reviewer/juror: type of publication or exhibit, level of review, type of appointment
• Specific projects accomplished

Engagement Issues
• Board member for a non-profit organization
• Volunteer expert consultant
• City or regional governance
• Legislative development, action, and/or testimony
• Dissemination of knowledge to communities of interest, local, national, or international
• Teaching or scholarship that provides reciprocity for the community